

Professionalism of Islamic Religious Education Teachers in Creating Evaluation Instruments Using the Written Test Method at the Qur'anic Literacy Elementary School

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Abstract

This study aims to explore the professionalism of Islamic Religious Education teachers in creating evaluation instruments using the written test method at Qur'anic Literacy Elementary Schools. The approach used is a qualitative approach. Data collection methods include observation, interviews and documentation. The results of the research show that the professionalism of teachers, especially in Qur'anic Literacy Elementary Schools, is good because in the middle of the semester the teachers carried out evaluations by making 2 types of written test questions. A. Category of written test questions for children who are not yet fluent in reading. B. Question category for children who are already fluent in reading. One of the most important components in learning is evaluation. With evaluation, teachers can quickly determine the level of success of students in participating in the learning activities that have been carried out. Evaluations are also carried out to evaluate student progress in learning.

A. Introduction

One of the most important elements that teachers must understand in the learning process is assessment. In other words, assessment is considered critical and strategic because the results are relevant to the interests of all stakeholders, including teachers, students, parents, government and the general public (Haris et al., 2023). A common problem faced by educators is the use of monotonous assessments. A means of support that is considered synonymous with memorizing short surahs, the attributes of Allah, the Names of the Prophet, and so on. As a result, "students appear to be less enthusiastic about attending class and prefer to study together in small structured groups that engage in learning activities that enhance each other's cognitive abilities.

Teachers or educators are enough to provide a big part in improving the quality of learning. The quality of students and the academic atmosphere of the classroom are greatly influenced by the competence of teachers to educate students (Saleh et al., 2023). For this reason, the increasing importance of professional, personal pedagogical and social needs to get adequate attention to the vision and mission of national education.

Professional teachers must also have social, intellectual, moral and spiritual responsibilities, professional school teachers must be able to lead education on an ongoing basis, manage the knowledge gained in various fields of education, so that teachers can improve their professionalism. teachers in demand can be more innovative in the learning process even more in the 21st century as it is now so that students better

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understand what is being said (Saerang et al., 2023). Teacher professionalism makes the key to success is the process of learning and learning in schools.

One of the requirements that a teacher/educator must have in order to work professionally is the teacher's ability to master the material (Mukhbitin & Fernadi, 2023). The teacher's ability to master this material in Permendiknas number 16 of 2007 concerning the qualifications of educators and education personnel is part of the professional competence. In the candy, it is explained that one of the professional competencies that must be mastered by teachers based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Competencies of Teachers is mastering the material structure, concepts, and scientific mindset that supports the subjects taught.

In addition, a professional Islamic education teacher must have good attitudes, such as patience, honesty, responsibility, discipline and commitment to improving the quality of education. This will help the teacher in building good relationships with students, parents and colleagues.

One of the most important components of learning is evaluation. Teachers perform their roles as facilitator, guide, environment provider, communicator, model, innovator, motivator, cognitive agent, and evaluator (Syaff'i et al., 2023). Evaluation itself is an activity to evaluate the ability of students' learning process and results. So, a good teacher is a teacher who knows the skills of his students. Therefore, teachers must understand evaluation, both theoretically and practically.

Evaluation can encourage students to be more enthusiastic about continuous learning and also encourage teachers to further improve the quality of the learning process and encourage schools to improve facilities and the quality of student learning (Amalia et al., 2023). In this case, the optimization of the assessment system has two meanings, the first is an evaluation system that provides optimal information. Second, the benefits derived from the evaluation. The main benefit of assessment is to improve the quality of learning and then there will be an improvement in the quality of education. There are several parts that must be considered in improving the quality of education, namely parts related to teachers, materials, teaching methods, supporting facilities, and others. If the learning process is done efficiently, the quality of education will be better.

Evaluation in education has an important role in continuing the learning process for output in evaluating students, because evaluation is one of the tools for measuring student learning outcomes in achieving understanding in the learning process (Fanani et al., 2023).

Based on the results of the author's observations that the understanding and professionalism of teachers in conducting Islamic Religious Education assessments at Qur'anic Literacy Elementary School Tasik Malaya is in accordance with student learning outcomes. Because the teacher before doing the midterm test has made a written test instrument into 2 categories, including written test questions for children who are not fluent in reading, and written test questions for children who are fluent in reading, in this way it is certainly professional to be a teacher. Of course, this is a separate responsibility for Islamic Religious Education teachers at Tasik Malaya Qur'anic Literacy Elementary School. Therefore, to find out the answer to this question, the author wants to examine a problem with the title "Professionalism of Islamic Religious Education Teachers in Making Evaluation Instruments Using the Written Test Method at Qur'ani Literacy Elementary School."

B. Research Methods

This research method contains the type of research, research subjects, research instruments, data sources, data collection procedures and data analysis techniques presented in paragraph form (Assadi & Ubabuddin, 2023). A qualitative approach was used in this research, using interview techniques. The type of research used by the author is qualitative research, in the field (case study) which is a study conducted in depth about a social unit, thus producing an organized and complete picture of the social unit (Adlini et al., 2022).

Data sources for this research were obtained from sources. The subject or informant source is a person who is directly involved in providing information about the situation and condition of the background or object of research. Deliberate sampling technique is a nine-fold source technique with certain considerations, namely people who are considered to know the most about the social situation to be studied. Using data collection procedures with observation, interviews and documentation. The author uses qualitative analysis, which means analysis with an emphasis on the inductive inference process and on analyzing the dynamics of the relationship between observed phenomena using scientific logic.

C. Result and Discussion

Professionalism of Islamic Religious Education Teachers

Teacher professionalism is the ability to master material broadly and deeply that allows guiding students according to national education standards (Mubarak et al., 2023). Teacher professionalism is the ability to master material broadly and deeply that allows guiding students according to national education standards. One of the important things for professional teachers is being able to develop lesson plans. The research data shows that a good teacher is a teacher who always tries as much as possible so that his learning in the classroom is successful. Factors that can bring teacher success in teaching are making prior teaching preparation. The findings obtained, Islamic Religious Education teachers at Qur'anic Literacy Elementary School Tasik Malaya always evaluate and correct the making of lesson plans every month.

Assessment and correction is done under the supervision of a supervisor together with the principal. The supervisor regularly comes to the school to check and rotate teachers' learning tools. From the supervision, there are findings of complaints from teachers regarding the situation of students who are less interested in learning. In this case, teachers will motivate students about the importance of learning for their future. In addition, the problem of lack of support in the incomplete learning process requires teachers to use simple means or devices that can support an effective learning process.

Teacher professionalism is also a determinant of education inputs, processes, outputs and outcomes globally, nationally, regionally and institutionally. The next implication is the emergence of a continuous cycle and recirculation between the impact of education on the quality of human life in a country, community and family and the role of educated people in realizing effective and efficient education (Harahap et al., 2023). Both aspects mentioned above are influenced by the quality of education, where quality affects the professionalism of teachers and other educational resources consisting of people, tools, money, time, goods, systems and technology.

Fundamentally, Islam has provided a clear foundation for education and expressly obliges all parents to educate their children as part of the mandate of Allah SWT. in Q. S. An- Nisa verse 9 which reads:

إِنَّ الَّذِينَ يَأْكُلُونَ أَمْوَالَ الْيَتَامَىٰ ظُلْمًا إِنَّمَا يَأْكُلُونَ فِي بُطُونِهِمْ نَارًا ۖ وَسَيَصْلَوْنَ سَعِيرًا

Meaning:

And let those fear Allah who should leave behind them weak children, of whom they fear for their welfare. So let them fear Allah and let them speak the truth.

Muhammad Sayyid Thanthawi is of the opinion that the above verse is addressed to all parties, whoever they may be, because all are enjoined to be just, to speak the truth and be precise, and all are worried about experiencing what is described above (Muyasaroh et al., 2019). The verse that commands giving part of the inheritance to relatives and the weak should not be contradicted by the verses on inheritance, because this is a recommendation and it is a right that cannot be increased or decreased.

Apart from education, religion also has an important role in human life. Religion becomes a guide in an effort to realize a meaningful, peaceful and dignified life. Realizing the important role of religion in human life, the internalization of religious values in the life of each person becomes a necessity that is pursued through education, both in the family, school and community.

The success of teachers in managing the teaching and learning process can be measured through the readiness of teachers to plan lessons (Maranting, 2020). The assessment carried out by Islamic education teachers shows that Islamic education teachers at Qur'anic Literacy Elementary School Tasik Malaya are able to conduct assessments or evaluations, which are carried out both evaluations in the form of formative tests, namely every time the teacher finishes completing one subject matter or every time he finishes explaining the material and evaluations at the end of the semester. Apart from that, Islamic education teachers also carry out enrichment and improvement programs.

This is to ensure that the material presented can be understood by students. Professional skills are strongly supported by learned theory. So according to Tanjung, that a professional is assigned to read and deepen the theory about the profession he is testing. Field application will not give maximum results if it is done

carefully and trial and error but rules must have theoretical guidelines. This is where the difference between professional and non-professional work is placed.

Evaluation

Evaluation is an assessment process by comparing the expected goals with the actual progress and achievements achieved (Yektiana & Nursikin, 2023). Student learning achievement is marked by achieving the KKM that has been determined by the subject teacher based on calculations and based on discussions between the principal and teachers who teach the same subject. Evaluation is a systematic process of collecting, processing and summarizing information about an object and then considering a value. To get closer to the conclusion, the differences in the three concepts will be explained in the following illustration: A teacher conducts a lesson, at the end of the lesson the teacher gives a written test to the students, giving a written test is what is called measurement, and the test given is called a measuring instrument.

Written Evaluation

A constructed assessment is conducted as a constructed test that tests questions and answers introduced to students orally. Regarding the procedure, there are two types of test questions that comprise (Ramadhani & Ali, 2023):

- a. Ask the question by selecting the answers: (1) multiple decisions, (2) two decision responses (valid/false, yes/no), (3) matchmaking.
- b. Asking questions with providing answers; (1) content or contents, (2) short answer type or short answer type.

Research Result

The ability of Islamic Religious Education Teachers in making Evaluation Instruments for Student Learning Outcomes

From the results of interviews conducted with Islamic Religious Education teachers, school principals and subject teachers in making learning outcomes evaluation tools have met the standards given. Before making learning outcomes assessment tools, the provision of daily repetitions, semester repetitions and daily assignments given to students, the daily morality of students are all assessed so that from this can be seen and Islamic Religious Education teachers can make evaluation instruments that aim not to burden students and provide facilities for students so that students can achieve the KKM given by Islamic Religious Education teachers. Not only values are seen but also the daily morality of students also plays a very important role, students are not only asked for good grades but also must be in accordance with the teachings of Islam that have been learned so that students have a good understanding, ethics and good behavior among friends, respect teachers and caregivers in the environment even outside of school.

Based on the results of interviews obtained from the teacher Ustadzah Nurul, S.Pd, who teaches Islamic Religious Education that the teacher's ability to make written test evaluation instruments:

That the evaluation applied at Qur'ani Literacy Elementary School is in the form of written and oral the goal is that students not only understand during learning activities, but can understand until the middle of the semester still remember the material that has been previously described. and in this evaluation students take multiple choice written tests and essays divided into two groups. The first group for children who have read fluently, the written test questions given are certainly different from the test questions for children who have not read fluently. While the oral test the child is able to pronounce well and correctly, and in this evaluation it is not only the teacher who plays a role but parents also play a role in fostering, guiding learning activities, especially at home.

From the explanation above, it can be concluded that PAI (Islamic Religious Education) teachers have carried out their duties well by looking at children's abilities, then being able to classify test questions for children who are fluent and not fluent in reading. In making an instrument for evaluating student learning outcomes in accordance with existing grids, looking at students' daily grades and student attendance. Which all have good goals for students and students also have an attraction in a good learning process.

PAI Teachers' Ability to Follow Up Using Student Learning Outcome Evaluation Instruments

Based on the results of interviews that have been conducted with PAI teachers, Ustadzah Ceni, S.Pd explained that:

Teachers use instruments to evaluate student learning outcomes, by looking at the age of the students and the material adjusted to the level of the students. the goal is that students do not have difficulty in doing the tests that will be carried out. PAI teachers have taken follow-up from the instruments that have been given to students, including for students who have reached the KKM will be exempted from additional or remedial assignments and for students who have not reached the KKM will get additional assignments, remedial and enrichment with the aim of giving students another chance to improve grades and readjust grades for students who have not reached the KKM to be the same as students who have reached the KKM.

According to Mulyasa, this ability includes the level of intelligence, creativity, physical records and cognitive development, planning and implementation of learning. There are three types of activities in planning submitted by Mulyasa, namely identification of integrity, formulation of basic competencies and preparation of learning programs, evaluation and learning outcomes. Evaluation of learning outcomes has various types, as mentioned by Mulyasa is a degree assessment, basic skills test, end of education unit evaluation and certification and program evaluation.

The next action taken by PAI teachers is appropriate, which is in accordance with existing procedures. And for students who have not reached the goal will be given additional assignments such as repairs, and daily assignments given by PAI teachers so that it has a good impact on their students they are still given the opportunity to improve their values and adjust to students who have reached KKM. PAI teachers also provide a good opportunity for student development with follow-ups taken, so that students are not only in terms of assessment but should also be good from a personality point of view which includes morals, morals, ethics and should be able to put themselves with whom they deal and be able to socialize with the surrounding environment. Thus, they will be able to make the best of the students, and they will have many benefits in the future in their higher education.

D. Conclusion

Regarding teacher professionalism, especially at Qur'anic Literacy Elementary School, it is good because when mid-semester the teacher has conducted an evaluation by making 2 forms of written test questions. Category A, a category of written test questions for students who are not yet fluent in reading. Category B, the category of questions for students who are already fluent in reading. Professionalism also determines the input, process, output, and outcome of education globally, nationally, regionally, and institutionally. After making the question into 2 parts, the results were proven and students could answer the questions well. One of the most important components of learning is evaluation. Evaluation is carried out to assess student progress in learning, with the evaluation of the teacher is also able to quickly determine the level of student success in participating in learning activities that have been held. Thus, the teacher can quickly take the right action in continuing and improving the next learning process.

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